

**TRAINING PROGRAM OF INSTRUCTION (TPI)
FOR
AFIS-IJ-RC
INTRODUCTION TO JOURNALISM
(RESERVE COMPONENT)**



Approved by:

Signed

Eugene Harper, Jr.
Director of Training
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INTRODUCTION TO JOURNALISM (RC)

TRAINING PROGRAM OF INSTRUCTION

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TRAINING PROGRAM OF INSTRUCTION

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER: AFIS-IJ-RC

TITLE: Introduction to Journalism (RC)

TRAINING LOCATION: Defense Information School, Ft Meade, MD

SPECIALTY AWARDED: None

PURPOSE: To train selected enlisted personnel of the five armed services in the principles, techniques and skills required to perform the duties and functions of a public affairs specialist.

COURSE DESCRIPTION: This course is designed to provide basic instruction in the theory, concepts and principles of community relations planning and media relations. Fundamentals of print journalism are taught to include acceptable English as it applies to newswriting, with emphasis on style, format and techniques; newspaper feature leads, headlines, copy structure, sidebars and news stories, and newspaper production, photojournalism, and layout and design.

PREREQUISITES: USA (RC): E-3 through E-7. Must have a secret security clearance. Minimum GT score of 110. Must be a high school graduate or have a high school equivalency diploma and be able to type 20 WPM. Must have successfully completed at least 2 years of high school English documented by official transcript. Must be in or programmed to occupy PA specialist position. Per PAM 351-20 (28 April 2000), all applicants must successfully complete 15 ACCP subcourses (PAO100, PAO110, PAO120, DIO130, DIO140, DIO200, DIO210, DIO220, DIO230, DIO240, DIO250, DIO251, DIO252, DIO253 and DIO260) and maintain documentation to prove subcourse completion prior to attending the resident course (IJ-RC) at the Defense Information School.

USMC(RC): E3-E7; typing 20 WPM; GT-110.

SECURITY CLEARANCE: N/A

CLASS SIZE:

MAXIMUM 24

MINIMUM 12

ANNUAL COURSE CAP 48

COURSE LENGTH 11 days

ACADEMIC HOURS: 86 hours

ADMINISTRATIVE HOURS: 2 hours

TOTAL COURSE HOURS: 88 hours

INSTRUCTOR CONTACT HOURS: 169 hours

TYPE/METHOD OF INSTRUCTION:

1. Lecture (L)	32 hours
2. Performance Exercise (PE)	28 hours
3. Performance Examination (EP)	26 hours
4. Administrative Hours	2 hours

TRAINING START DATE: September 2001

ENVIRONMENTAL IMPACT: None. DoD policy was followed to assess the environmental impact.

MANPOWER: The Interservice Training Review Organization (ITRO) formula was used to determine the number of instructors required.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate (CDRE) contains this information.

TRAINING DEVELOPMENT PROPONENT: American Forces Information Service, Training Directorate, (AFIS/TD): (703) 428-0707; DSN 328 -0707. Course Development Team: Directorate of Instructional Support, Defense Information School, Fort George G. Meade, MD.

FUNCTIONAL AREA 1
PUBLIC AFFAIRS/MEDIA RELATIONS

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-001-001-

UNIT TITLE: Understanding Public Affairs

TPFN HOURS/TYPE: 4L, 4PE

TPFN TOTAL HOURS: 8

PREREQUISITE TPFN: None

TASKS:

- 001- Introduce course curriculum/requirements.
- 002- Identify the concepts of joint service public affairs operations.
- 003- Download a news story from electronic news services
- 004- Define professional ethics and perceptions/conflicts of interest.

SUMMARY OF INSTRUCTION: The student will discuss each service's organization and operations; explain the service chain of command and its administrative mission; explain the unified command structure and its operational mission; discuss how the unified commands support U.S. national security goals; and define selected operational and public affairs terms. This instruction will be tested in a subsequent examination.

The student will describe host nation sensitivities overseas and how these factors can affect the public affairs mission; explain how military public affairs specialists interact with the embassy; discuss civic outreach programs overseas and public affairs role in them; describe the factors that affect external information overseas; list six internal information tools available overseas; discuss the importance of internal information overseas; and explain the impact of terrorism on public affairs operations. This instruction will be tested on a subsequent examination.

Students will discuss library cataloging methods, discuss periodical index formats; describe how to access the Internet; explain how to research on the Internet; and discuss how to properly attribute information. The students will be given host nation sensitivities and will write a one- to-three page report using at least one book, one periodical and one electronic source, which must be properly attributed. A minimum score of 70 percent must be attained on the report, which will be considered a graded examination.

The student will identify military world wide web (WWW) sites; determine the uses of WWW sites for public affairs activities; identify methods to use WWW service and sites; and demonstrate the ability to connect, download and transfer data from WWW sites for public affairs use.

Students will discuss the differences between the military and media cultures; explain how to avoid conflicts of interests; discuss the Department of Defense's and service's policies on accepting gifts; explain how to use attribution to avoid plagiarism; explain how to avoid alienating portions of your audience; and discuss sources of equal opportunity information. This instruction will be tested on a subsequent examination.

REFERENCES: Department of Defense Directive 5500.7, Standards of Conduct: DoD IGDG 5500.8 (Defense Ethics); Army Regulation 360-1, ; Marine Corps Order 5720.74, DOD Newspapers, Magazines and Civilian Publications; "Ethics for the U.S. Air Force Officer," Edsel O. Chalker, Air University, 1972; *The Melancholy Anatomy of Plagiarism*, Onge, University Press of American, 1988; "Plagiarism: It's Not a Black and White Issue," The Quill, December 1991; *BattleLines*, Braestrup, Priority Press Publications, New York, 1985.

DoD Directive 5400, Joint Public Affairs Operations; U.S. Navy Public Affairs Instructions, SECNAVINST 5720.44; Department of Army Pamphlet 550 series, area handbooks; *Harbrace Guide to Library and the Research Paper*, Donald A. Sears, 3rd Edition, 1973; "The Internet Show," Brandenburg Productions Inc. and The Production Companies Inc., PBS Home Video, 1994; *The Complete Idiot's Guide to Computer Terms*, Joe Kraynak, 2nd Edition, Alpha Books, Indianapolis, Ind., 1995.

INSTRUCTOR/STUDENT RATIO: 1:12(L),(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 1
PUBLIC AFFAIRS/MEDIA RELATIONS

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-001-002

UNIT TITLE: Understanding Media Relations

TPFN HOURS/TYPE: 4L, 4PE

TPFN TOTAL HOURS: 8

PREREQUISITE TPFN: None

- TASKS:**
- 001- Receive and record media queries.
 - 002- Identify the elements of an effective media press kit.
 - 003- Identify release procedures, the maximum disclosure policy, and guidelines for release of information (accidents/incidents), SAPP(Security, Accuracy, Policy and Propriety) FOIA(Freedom of Information Act) etc.
 - 004- Discuss media guidelines, travel, accreditation, and pooling.
 - 005- Identify requirements for escorting the media.
 - 006- Deliver a news briefing, including answering a reporter's questions, and serve as audience/reporters at fellow student's briefing.

SUMMARY OF INSTRUCTION: Students will explain why the military needs guidelines for releasing information; identify the meaning of the American public's right to know versus its need to know; describe Department of Defense policy on information and the principles of information; discuss the limitations of the doctrine; discuss the provisions of the Freedom of Information and Privacy acts; explain what the guidelines for the release of information can do for a public affairs office; and explain the guidelines for the release of information involving an accident /incident. This instruction will be tested on a subsequent examination.

Students will discuss the definitions of a media query; recognize professional telephone techniques; explain how to properly fill out a media query form; recognize a complete response that includes command messages; discuss the different types of attribution and when they are used; discuss the techniques for providing on-camera media interviews; and explain the techniques for preparing and delivering a radio beeper. This instruction will be tested in a subsequent performance examination.

Students will discuss why we escort the media; explain when we escort the media; describe ground rules and how to enforce them; discuss how to prepare for a media visit and escort the media, explain how to arrange interviews with the media; including the special considerations for electronic media; and explain what actions to take after a media visit. This instruction will be critiqued in a subsequent ungraded case study and will be tested on a subsequent examination.

Students will explain how to keep and maintain a media list; explain how to track the media; discuss the methods of releasing information; explain how to set up a news media center; explain how to

arrange a media conference; explain how to arrange media travel/orientation flights; and describe the types and uses of media relations files. This instruction will be tested on a subsequent examination.

REFERENCES: DoD Directive 5230.9, "Clearance of DoD Information for Public Release," April 9, 1996; DoD Directive 5400.7, "DoD Freedom of Information Act Program," May 22, 1997. DoD Directive 5400.1, Release of Information Concerning Accidental Casualties Involving Military Personnel or Equipment," Sep 27, 1973. DoD Directive 5400.11, "DoD Privacy Program," 13 Dec 1999. DoD Regulation 5400.11-R, DoD Privacy Act.; "The Public's Right to Know," Maj. Gen. Winant Sidle, 1985; SECNAVINST 5720.44A; Army Regulation 360-1, The Army Public Affairs Program; Air Force Instruction 35-101, Public Affairs Policy and Procedures; *Communicate with Power*, Barry McLoughli Associates, Inc., Washington, D.C., 1992.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-001

UNIT TITLE: Identify Principles of Journalism (Newswriting)

TPFN HOURS/TYPE: 1L

TPFN TOTAL HOURS: 1

PREREQUISITE TPFN: None

TASKS:

- 001- Define news.
- 002- Discuss the 10 elements of news and the 3 criteria of news found in stories, using a current issue of a civilian newspaper.

SUMMARY OF INSTRUCTION: Given instructional material and a copy of *The Washington Post* or other civilian or military newspaper, students will identify the three criteria used for evaluating potential news stories, identify the 10 elements of news, and discuss how these elements affect mass appeal.

REFERENCES: *The Professional Journalist*, Hohenberg; *Basic News Writing*, Mencher.

INSTRUCTOR/STUDENT RATIO: 1:24(L)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-002

UNIT TITLE: Copy Editing

TPFN HOURS/TYPE: 2PE

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASKS: 001- Copy edit previously prepared news stories.

SUMMARY OF INSTRUCTION: Students will complete an ungraded exercise using the Associated Press Style Book and Libel Manual and discuss the duties of a copy editor before completing a series of copy-editing exercises in which they must correct misspelled words, and grammar, factual and stylebook errors. Although exercises in this functional area are ungraded, the principles learned will be used in all subsequent writing exercises and in the production of the Final Cut newspaper exercise.

REFERENCES: *The Associated Press Stylebook and Libel Manual*; *The Professional Journalist*, Hohenberg; *Basic News Writing*, Mencher; *News Reporting and Writing*, The Missouri Group; *The Complete Reporter*, Harriss and Johnson; *The Art of Editing*, Baskette and Sissors; *The Associated Press Stylebook and Libel Manual*; *Creative News Editing*, Crowell; *Interpretative Reporting*, MacDougall; *Editing in the Electronic Era*, Gibson; *Managing Stress: A Businessperson's Guide*, Yates; *Stress at Work*, Cooper and Payne; *Stress and the Bottom Line*, Sherman; *Emotional Survival*, Hafen and Brog.

INSTRUCTOR/STUDENT RATIO: 1:12(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-003

UNIT TITLE: Hard News Leads

TPFN HOURS/TYPE: 2L, 2PE, 3EP

TPFN TOTAL HOURS: 7

PREREQUISITE TPFN: None

TASKS:

- 001- Leads # 1 - write a summary lead.
- 002- Leads # 2 - write a summary lead with a dateline.
- 003- Leads # 3 - write a summary lead with a bridge.

SUMMARY OF INSTRUCTION: Students will learn the purpose of writing straight news story leads in the inverted pyramid style; identify the five W's and H and correctly use them; determine the lead emphasis story for a news lead; correctly use impersonal identification; identify a story's news peg; understand the ABCs of journalism; and learn to correctly use the newspaper dateweek. Students will learn how to structure leads for both internal and external publications, and write a set of leads for each lesson under a timed, in-class deadline. All leads must conform to the Associated Press stylebook. Leads 1 and 3 are graded, but unrecorded.

REFERENCES: *Modern News Reporting*, Warren; *The Complete Reporter*, Harriss and Johnson; DINFOS Newswriting Programmed Instruction; DINFOS Leads Writing Criteria Sheets; Associated Press Stylebook and Libel Manual; *Exercises and Tests for Journalists*, Callahan, Danielson and Nelson; *Interpretive Reporting*, MacDougall.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(PE)(EP)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-004

UNIT TITLE: Newswriting - Internal Release

TPFN HOURS/TYPE: 1L, 3EP

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS: 001- Write a straight news story.

SUMMARY OF INSTRUCTION: Students will learn the structure of a complete straight news story, including the purpose of the local angle and military tie; how to fully identify people; the purpose of an advance story and how to take a story from one of the military services and flesh it out with local facts for an internal audience. Students will also learn how stories, such as the change-of-command story, can be tailored to both external and internal publications. Students will also learn how to identify sources for gathering information, determine what information needs attribution; determine how and when names of accident victims can be released to the local media. Each writing assignment within this news stories series is accompanied by a copy editing quiz which counts as 10 percent of the student's grade. The writing assignment itself counts as the other 90 percent.

REFERENCES: *The Complete Reporter*, Harriss and Johnson; *Modern News Reporting*, Warren; *News Reporting and Writing*, The Missouri Group; DINFOS Newswriting Programmed Instruction.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(EP)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-005

UNIT TITLE: Newswriting - External Release

TPFN HOURS/TYPE: 1L, 3EP

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS: 001- Write an accident story.

SUMMARY OF INSTRUCTION: : Students will learn the structural differences between the accident story and other hard news stories. Students will identify possible news sources for information concerning accidents and/or disasters. Students will learn to correctly attribute accident story information, and accurately identify the dead and injured and their next of kin. Student will also learn to properly write the body of the story.

REFERENCES: *Interpretative Reporting*, MacDougall, Chap. 13; *Newswriting Programmed Instruction booklet*, Section VIII; *Newswriting: From Lead to "30,"* Metz, Chap. 13; Associated Press Stylebook and Libel Manual.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(EP)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-006

UNIT TITLE: Headlines

TPFN HOURS/TYPE: 2L, 2EP

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS:

- 001- Headline # 1 - write a basic headline.
- 002- Headline # 2 - write a drop-line.
- 003- Headline # 3 - write a read-in.

SUMMARY OF INSTRUCTION: Students will identify the categories, functions and forms of a headline; understand the do's and don'ts for constructing a headline; understand how to properly use punctuation and abbreviations; determine how large a headline must be; and determine how to ensure a headline fits the desired space in a publication. Students will practice writing at least three headlines. The first practical exercise will be used to prepare students for the graded/recorded Headlines 2 exercise, which introduces them to characteristics of drop and read-in headlines. Students must achieve a score of 70 percent on the graded and recorded Headlines 2 exercise to pass.

REFERENCES: *Designing the Total Newspaper*, Arnold; *The Art of Editing*, Baskette and Sissors; *Contemporary Newspaper Design*, Garcia; DINFOS Headlines Booklet.

INSTRUCTOR/STUDENT RATIO: 1:12 (L)(EP)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-007

UNIT TITLE: Interview

TPFN HOURS/TYPE: 1L, 3PE

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS: 001- Conduct an interview.

SUMMARY OF INSTRUCTION: Students will learn the differences between a good and bad interview; discuss how to prepare for an interview; identify procedures used in conducting an interview; determine how to take notes and undergo a practical exercise of interviewing a source using those lessons.

REFERENCES: *Grammar for Journalists*, Callihan *The Elements of Grammar*, Shertzer; *The Art of Writing Nonfiction*, Fontaine; *Best Newspaper Writing 1985*, edited by Fry; *Harper Dictionary of Contemporary Usage*, Morris; *Write to be Read*, Patterson; *The Essential Feature*, Hay; *Headlines and Deadlines*, Garst and Bernstein; *News Editing*, Westley; *Feature Writing for Newspapers*, Williamson; *Beyond the Facts, A Guide to the Art of Feature Writing*, Alexander; *Stalking the Feature Story*, Ruehlmann; *The Complete Book of Feature Writing*, Witt; *The Freelance Feature Writer*, Holt; *How I Wrote the Story*, Scanlan; *Free to Write*, Clark; *The Word*, Cappon; *When Words Collide*, Kessler and McDonald; *Creative Interviewing*, Metz; *The Journalistic Interview*, Sherwood; *Reporting*, Charnley; DINFOS Newswriting Programmed Instruction; DINFOS Writing Features Handbook.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2 JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-008

UNIT TITLE: Write Feature Stories

TPFN HOURS/TYPE: 3L, 13EP

TPFN TOTAL HOURS: 16

PREREQUISITE TPFN: None

TASKS:

- 001- Introduce and discuss features.
- 002- Write a news feature based on a personal interview.
- 003- Write a human interest story to include a headline.

SUMMARY OF INSTRUCTION: Students will define and discuss the purposes of news features, human interest features, personality features, auxiliary features and sidebar features. They will also learn how to rewrite a feature story, and to think in terms of photographs to accompany their feature stories. Students will review the types of transitions, story structures, copyfitting stories and will learn about the importance of secondary sources in feature stories. They will also learn about the relationship between editor and reporter as the instructor “coaches” them through information gathering and writing. Students will learn how to observe and record action, settings and personality characteristics for use in feature stories.

REFERENCES: *Feature Writing for Newspapers*, Williamson; *The Essential Feature*, Hay; *News Reporting and Writing*, Mencher; *Stalking the Feature Story*, Ruehlmann; *Free-Lancer and Staff Writing*, Rivers and Work; *News Writing and Reporting for Today’s Media*, Itule and Anderson; *Free to Write*, Clark; *Newswriting*, Stone; *Beyond the Facts: A Guide to the Art of Feature Writing*, Alexander; *Write to be Read*, Patterson.

INSTRUCTOR/STUDENT RATIO: 1:12(L)(EP)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 2

JOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-002-009

UNIT TITLE: Understand Design

TPFN HOURS/TYPE: 4L, 8PE

TPFN TOTAL HOURS: 12

PREREQUISITE TPFN: None

TASKS:

- 001- Identify the elements of newspaper design.
- 002- Crop and scale graphic elements (desktop techniques).
- 003- Perform basic desktop publishing techniques.

SUMMARY OF INSTRUCTION: Students will learn the historical development of newspaper design; discuss the basic elements of design; and identify the principles of modern newspaper design. They will also learn how to crop and scale photographs, use pica poles and proportional wheels for newspaper measurements, use a copy log and dummyming symbols. They will discuss design measurement units, calculate copy depth, determine headline size and depth. They will learn the principles of desktop publishing (DTP), and how to create newspaper pages using DTP software to include placing stories, headlines and artwork on pages. Students will individually create camera-ready, tabloid-sized pages for publishing to include importing photos and graphics, and will create a letter-sized newsletter page to include edited stories and clip art.

REFERENCES: *Newspaper Layout and Design*, Moen; *Modern Newspaper Design*, Arnold; *The Art of Editing*, Baskette & Sissors; *Contemporary Newspaper Design*, Garcia; *The Newspaper Designer's Handbook*, Harrower; DINFOS Newspaper Production Techniques; DINFOS Desktop Publishing Handbook.

INSTRUCTOR/STUDENT RATIO: 1:12(L)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 3 PHOTOJOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-003-001-

UNIT TITLE: Photojournalism

TPFN HOURS/TYPE: 4L

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS: 001- Introduction to digital camera operation and electronic imaging.
002- Discuss and apply basic composition techniques.

SUMMARY OF INSTRUCTION: Students will receive an explanation of military photojournalism concepts, review course requirements, and discuss course policies and procedures; receive instruction identifying compositional elements such as center of interest in a photograph, rule of thirds, and the use of vertical and horizontal formats; and discuss how to foster a positive relationship between public affairs elements and installation photographic support facilities. This instruction is not graded.

Students will identify and operate controls and functions of the Nikon D-1 camera, become familiar with loading and unloading PC cards, and perform preventive maintenance on the camera. Additionally, students will learn factors that govern exposure, identify focal stop and shutter speed settings, and discuss basic exposure calculations; receive instruction detailing the affects of different focal stop/shutter speed settings; discuss the effects of different lens types and their specific purposes; and learn to use an electronic flash in a number of different lighting situations. Students will complete performance exercises for Digital Camera Operations, Depth of Field/Equivalent Exposure and Flash Photography. These exercises are graded and students must achieve at least a 70 percent score to pass. Instructors will record student grades and provide a critique of their work.

Students will receive an introduction to electronic imaging which discusses the hardware and software used, discuss ethical issues concerning the advent of electronic imaging with special emphasis placed on the enhancement of images versus manipulation; discuss and cover in detail the Adobe Photoshop software used to process negatives and digital photographs for publication; learn step-by-step procedures in connecting digital cameras to computers and uploading the information within them; learn the guidelines used to select and place photographs for publication; and learn film scanning basics. These classes of instruction culminate in a graded performance exercise. Students must achieve at least a 70 percent score to pass. This grade is recorded and instructors will provide a critique of students' work.

REFERENCES: *Photojournalism*, Arthur Rothstein; *Visual Impact In Print*, Gerald D. Hurley, and Angus McDougall; *Photography*, Barbara and John Upton; *Photographic Composition*, Tom Grill and Mark Scanlon; Photography (Basic) NAVEDTRA 12700 Journalist 3-2 , Journalist 2, NAVEDTRA 14130; *The Creative Photographer*, Andreas Feininiger; Nikon D-1 Operator's Manual; *Photojournalism: The Professional's Approach*, Kenneth Kobre; Nikon 5B-28DX Flash Manual; *Deception and Imagery*, Deni Elliot; *Legal and Ethical Ramifications of Computer-Assisted Photograph Manipulation*, Don Tomlinson; *Newspaper Layout and Design*, Daryl R. Moen; *Complimentary Newspaper Design*, Mario Garcia; Adobe Photoshop Users Guide.

INSTRUCTOR/STUDENT RATIO: 1:12(L)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 3 PHOTOJOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-003-002-

UNIT TITLE: Write Cutlines

TPFN HOURS/TYPE: 1L, 1PE

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASKS:

- 001- Write a normal cutline.
- 002- Write a skeleton cutline.
- 003- Write a tagline.
- 004- Write a nameline.

SUMMARY OF INSTRUCTION: Students will receive instruction describing the importance of a cutline to a photograph and explaining the different types and uses of cutlines; identify the guidelines for “grip and grin” photography and its uses in publications; define the composition of a feature picture for publication, identify the different types of feature pictures, and research and plan photographic coverage of a personality feature subject. Students will also learn to identify publishable photographs using suggested criteria and explain the importance of compositional techniques to communicate visually, and learn the criteria used to select publishable photographs.

REFERENCES: *Photojournalism: The Professional’s Approach*, Kenneth Kobre; *Visual Impact in Print*, Gerald D. Hurley and Angus McDougall; *Photography*, Barbara and John Upton; Vivitar Flash Manual; *The Focal Guide to Action Photography*, Don Morley; *Photojournalism: Photography With A Purpose*, Robert L. Kerns; *35mm Handbook*, Michael Langford; *Photojournalism*, Arthur Rothstein

INSTRUCTOR/STUDENT RATIO: 1:12(L)(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 3 PHOTOJOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-003-003-

UNIT TITLE: Operate a Camera

TPFN HOURS/TYPE: 1L, 1PE

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASKS: 001- Operate a digital camera.
002- Attach and operate flash on digital camera.

SUMMARY OF INSTRUCTION: Students will receive an explanation of military photojournalism concepts, review course requirements and discuss course policies and procedures; receive instruction identifying compositional elements such as center of interest in a photograph, rule of thirds, and the use of vertical and horizontal formats; and discuss how to foster a positive relationship between public affairs elements and installations photographic support facilities. Instruction is not graded.

REFERENCES: *Photojournalism*, Arthur Rothstein; *Visual Impact in Print*, Gerald D. Hurley and Angus McDougall; *Photography*, Barbara and John Upton; *Photographic Composition*, Tom Grill and Mark Scanlon.

INSTRUCTOR/STUDENT RATIO: 1:12(L)

SAFETY FACTORS: N/A

**FUNCTIONAL AREA 3
PHOTOJOURNALISM**

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-003-004-

UNIT TITLE: Editing Photos

TPFN HOURS/TYPE: 1L, 1PE

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASKS: 001- Identify requirements and standards in editing and selecting photographs for publication.
002- Crop and scale photographs.

SUMMARY OF INSTRUCTION: Students will learn to identify publishable photographs using suggested criteria and explain the importance of compositional techniques to communicate visually, and learn the criteria to select publishable photographs from camera archive

REFERENCES: *Photojournalism*, Arthur Rothstein; *Visual Impact in Print*, Gerald D. Hurley and Angus McDougall; *Photography*, Barbara and John Upton; *Photographic Composition*, Tom Grill and Mark Scanlon.

INSTRUCTOR/STUDENT RATIO: 1:12(L);(PE)

SAFETY FACTORS: N/A

FUNCTIONAL AREA 3 PHOTOJOURNALISM

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-003-005-

UNIT TITLE: Feature Picture Production

TPFN HOURS/TYPE: 1L, 3PE

TPFN TOTAL HOURS: 4

PREREQUISITE TPFN: None

TASKS: 001- Develop a plan to shoot a personality feature photograph.
002- Shoot a personality feature photograph.

SUMMARY OF INSTRUCTION: Students will receive instructions describing the composition of a feature picture for publication, methods of identification in feature type photographs, identification of the various feature picture types and how to research and plan photographic coverage of a personality feature photograph.

REFERENCES: *Photojournalism*, Arthur Rothstein; *Visual Impact in Print*, Gerald D. Hurley and Angus McDougall; *Photography*, Barbara and John Upton; *Photographic Composition*, Tom Grill and Mark Scanlon.

INSTRUCTOR/STUDENT RATIO: 1:12(L);(PE)

SAFETY FACTORS: N/A

**FUNCTIONAL AREA 4
ADMINISTRATION**

TPI FILE NUMBER (TPFN): AFIS-IJ-RC-004-001-

UNIT TITLE: Administration

TPFN HOURS/TYPE: 2AD

TPFN TOTAL HOURS: 2

PREREQUISITE TPFN: None

TASKS: 001- Inprocessing.
002- Outprocessing/Graduation.

SUMMARY OF INSTRUCTION: N/A

REFERENCES: N/A

INSTRUCTOR/STUDENT RATIO: 1:Class

SAFETY FACTORS: N/A